 **Parts of Speech**

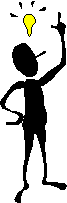
**There are nine parts of speech.**

**They are:**[**articles**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#article)**,**[**nouns**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#noun)**,**[**pronouns**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#pronoun)**,**[**adjectives**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#adjective)**,**[**verbs**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#verb)**,**[**adverbs**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#adverb)**,**[**conjunctions**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#conjunction)**,**[**prepositions**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#preposition)**, and**[**interjections**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#interjection)**. A word of**[**caution**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#caution)**, however, a word can be more than one part of speech.**

http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/Image2.gif**Nouns**

A noun is a word used to name something: a person/animal, a place, a thing, or an idea. For example, all of the following are nouns.

* + Leah, Ignacio, Lan, Marek
  + Japan, Venezuela, Atlanta, Kroger, the Gap
  + pencil, store, music, air
  + biology, theory of Relativity, Pythagorean theory

**Hint:** They are sometimes preceded by noun markers. Noun markers are also called determiners and quantifiers. They are words like *a, an, the, this, that, these, those, each, some, any, every, no, numbers (1,2,3,etc.), several, many, a lot, few, possessive pronouns (his, her, etc).*See determiners for more information.

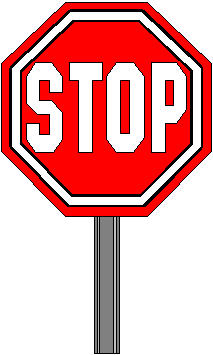
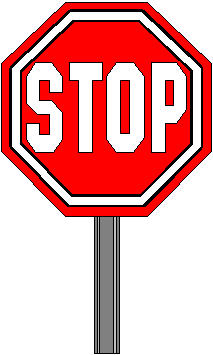
**Nouns are classified in several ways…**

1. **Nouns can be singular or plural.**

**Singular nouns** name only one person, place, thing or idea.

*One apple, a pencil, the book*

**Plural nouns** name two or more persons, places, things or ideas. Most singular nouns (Not ALL) are made plural by adding –s. For example, (*pencil* is a singular noun. The word *pencils* is a plural noun.)

**Exception #1**: If a noun ends with the –s, sh, ch, or x like the words, *kiss, church, ash or box*, then they are made plural by adding –es (*kisses, churches, ashes, and boxes).*   
 **Exception #2**:There are also irregular nouns that do not follow any rules. For example, the plural form of the word *child* is *children.*

* + **Nouns can be Proper Nouns or Common Nouns**
* **A.  Proper nouns** refer to specific people, places, things and ideas. A person's name (Leah Graham) is a proper noun, for example. Other examples are names of places (Atlanta, Georgia) and names of things (the Navy). **They are always capitalized!**
  + People’s names and titles- King Henry, Mrs. Smith
  + Names for deity, religions, religious followers, and sacred books- God, Allah, Buddha, Islam, Catholicism, Christians
  + Races, nationalities, tribes, and languages- *African American, Polish-American, Black, Chinese, Russian*
  + Specific Places like countries, cities, bodies of water, streets, buildings, and parks
  + Specific organizations- Central Intelligence Agency (CIA), ….
  + Days of the week, months, and holidays,
  + Brand names of products
  + Historical periods, well-known events, and documents-*Middle ages, Boston Tea Party, Magna Carta*
  + Titles of publications and written documents

**b.  Common nouns** are all other nouns. For example: *cat, pencil, paper, etc.*They are not capitalized unless they are the first word in the sentence.

* **Nouns can also be collective.**

Collective nouns are nouns that are grammatically considered singular, but include more than one person, place, thing, or idea in its meaning. Words like *team, group, jury, committee, audience, crowd, class, troop, family, team, couple, band, herd, quartet, and society.* Generally, collective nouns are treated as singular because they emphasize the group as one unit.

*The****committee is****going to make a decision.*

* **Nouns can also be either count or non-count.**

Nouns that are non-count cannot be counted. **For example**,

one cannot go outside to have two fresh airs. One goes outside for fresh *air*.

**5. Nouns can be Abstract or concrete**

* Concrete nouns are nouns that you can touch. They are people, places, and some things. Words like *person, court, Georgia*, *pencil, hand, paper, car, and door* are all examples of concrete nouns.
* Abstract nouns are nouns that cannot be physically held. For example, things like *air, justice, safety, Democracy, faith, religion*, etc.

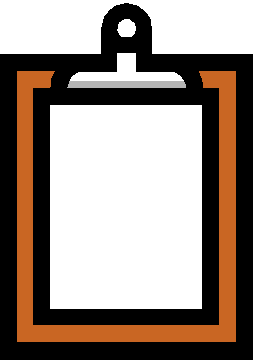
**6. Nouns can be Gerunds**

A gerund is the –ing form of the verb and is used as a noun. For example,

***Running* is good for you.**

**Running** is the noun/gerund and ***is***is the verb.

**My*****crying****upset***him.**   
*Crying*is the subject and *upset* is the verb

**Note:** A noun can fit into more than one of these categories. For example, the noun *Angela* is a singular, concrete, count, proper noun.

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A pronoun is a word that replaces a noun. They eliminate the need for repetition.   
**For Example:**

Instead of ***Emma talked to Emma's child***, you might say ***Emma talked to her child.***   
**Her** is the pronoun. It renames the antecedent, *Emma*.

** There are several types of pronouns.**

**Personal Pronouns refer to specific persons or things.**Personal pronouns can act as subjects, objects, or possessives.

**Singular:** I, me, you, she, her, he, him, it

**Plural:** we, us, you, they, them

*I, you, she, he, it, we*, and *they* are used as subjects of sentences. **For example**,

*She knew the grammar rules very well.*

The personal pronouns that can be used as**objects**are: **Me, you, him, her, it, them**

**For Example:**

* **The teacher gave all of *them* good grades.**
* **Tommy gave his poetry book to *her*.**
* **Then, Azra gave it to *me*.**

*Them, her* and *me* are personal pronouns used as objects. They are **NEVER** the subjects of the sentences.

* **Possessive Pronouns**indicate ownership or possession.

**Singular: my, mine, your, yours, hers, his, its**

**Plural: yours, ours, theirs,**

For Example: **She returned***my***pencil to me because it was***mine.*

**3. Reflexive Pronouns**name a receiver of an action who is identical to the doer of the action.

Singular: myself, yourself, himself, herself, itself

Plural: ourselves, yourselves, themselves

For example: **Manuela congratulated *herself* on her good grades.**

Here, *Manuela*is both the doer and the receiver of the action.

**Q: So, who did Manuela congratulate? A: Herself.**

**4.  Intensive Pronouns** emphasize a noun or another pronoun.

Singular: myself, yourself, himself, herself, itself

Plural: ourselves, yourselves, themselves

**For Example: I saw Brad Pitt *himself* at the mall.**

Here, *himself*emphasizes the antecedent, Bradd Pitt.

**5.  Reciprocal Pronouns** express shared actions or feelings. They are: **Each other One another**

**For Example:**

**Yan Ko and Tai help *each other* with their homework.**

**Leon and his girlfriend dance with *one another* when they go clubbing.**

**6.  Indefinite Pronouns**refer to non-specific persons and things.

All, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, few, many, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something

**For Example:**

*Many****believe that UFO’s exist, but****nobody**can prove it.*

*No one****can be sure if aliens really exist, but only****few**wonder if Elvis is still alive.*

The underlined indefinite pronouns do not refer to any one person. They are referring to people in general.

**7.  Demonstrative Pronouns** are also considered noun markers. They "point" towards nouns.

**this, that, these those**. **For Example:**

*That****woman attends Gainesville College.***

*That*points out which woman.

**The woman attends Gainesville College.**

**Q: Which woman? A: *That* woman.**

**8.  Interrogative Pronouns** introduce questions.

Who, Whom, Whose, Which, What. **For Example:**

*Who****is going on vacation? To****whom****will the teacher give an "A"?***

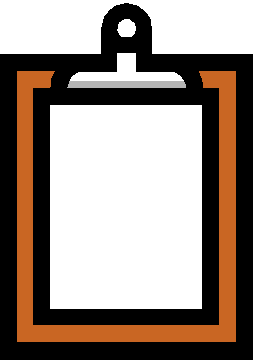
*What**are you doing?*

**9.  Relative Pronouns** introduce dependent clauses and refers to a person or thing already mentioned in the sentence (i.e. the antecedent). Who, whoever, whom, whomever, whose, which, that. **For Example:**

**The English *that we learn in class* will help us pass English 1101.**   
*that we learn in class* is the adjective clause that describes *English*. And, *that*is the relative pronoun.

**Q**: Which English?

**A:** The English that we learn in class—as opposed to the English we learn around our friends.

**Note:** Adjectives clauses modify nouns or pronouns, and usually answer one of the following questions: *Which one? What kind of?*They begin with a relative pronoun or a relative adverb (when or where).   
  

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An adjective modifies (describes) a noun or pronoun.

Normally in English, the adjective comes before the noun. **For example:**

**The *smart* student earned an "A".**

They also come after linking verbs. **For example:**

**I feel *happy*.**

**Adjectives can be used to make comparisons.**

* For most adjectives of one or two syllables, you can add –er. For example, greater, faster, stronger.
* For adjectives longer than two syllables, you should use the word *more*.

For example, *He was****more intelligent****than his sister was.*

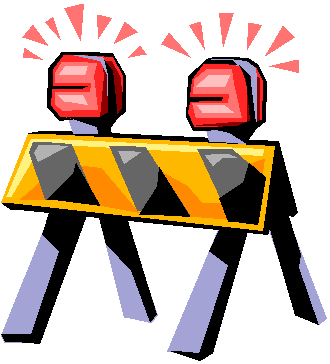
**Adjectives can also be used as superlatives.**

* This is usually done by adding *–est* to the end of an adjective that is one or two syllables.

For example, *the loudest, the coolest, the smartest.*

* If an adjective is three syllables or longer, you must use the words *the most.* For example:

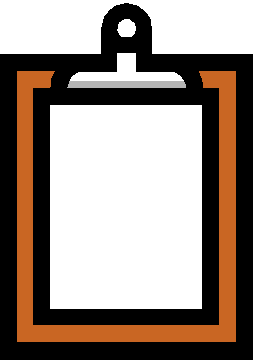
*Katsu is****the most intelligent****person in the world!*

**WARNING- Never use both an *–er* ending and the word *more* or an**

***–est* ending and the word *most*.**

For example**,***I am the****most happiest****when my students learn.* Instead, it should be: *I am the****happiest****when my students learn.* There are some irregular adjective and adverb forms. For example:

|  |  |  |  |
| --- | --- | --- | --- |
| **Adjective** | **Adverb** | **Comparing two** | **Comparing more than 2** |
| Bad | badly | Worse | worst |
| Good | Well | Better | Best |
| Little |  | Less | Least |
| Much | Many | More | Most |

**Punctuation Note**: Adjectives are not usually capitalized unless they are the first word in a sentence. **BUT,** nationalities are also adjectives and should be capitalized. For example:

*Ricky Martin is****Puerto Rican****and Michelle Yeoh is****Chinese****.*

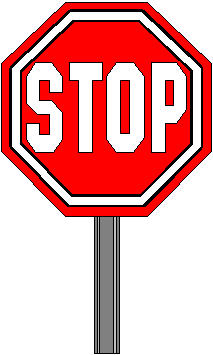
These are called proper adjectives. And, like proper nouns, **proper adjectives** are always capitalized in English. They are derived from proper nouns and are words like: *African-American, Vietnamese, Latino, Italian, Japanese, Korean, etc.*They can also include adjectives like *Catholic, Jewish, Republican, Democrat, etc.* When they are used together, they are arranged in a certain order.

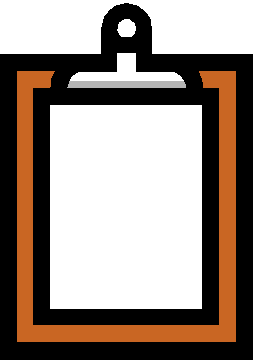
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Determiner\*** | **Opinion** | **Size** | **Age** | **Color** | **Origin** | **Material** | **Noun** |
| *The, This*  *Some* | *Pretty*  *Tall* | *Big*  *Thin* | *New*  *Old* | *Blue*  *Purple* | *Puerto Rican* | *Leather*  *Wood* | *Sofa* |
| *My* | *Expensive* | *Small* | *Ancient* | *Black* | *Chinese* | *Silk* | *Scarf* |

**For Example:**

**I saw *that tall, thin, old, blue, silk*scarf at the store and I bought it.**

**Leon drives an *expensive old Italian* car.**

**You wouldn’t ordinarily use so many adjectives in just one sentence.**

**\*Note:** Determiners include articles, demonstrative pronouns, indefinite pronouns and possessive pronouns.

http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/Image2.gif**Adverbs**

An adverb is a word that modifies an action verb, an adjective or another adverb.

* The teacher **carefully**graded the homework.

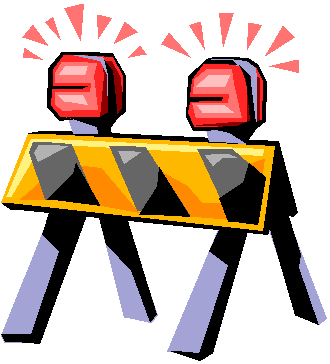
*Carefully*is an adverb that modifies the action verb *to grade*.

* Tommy was **extremely**enthusiastic about doing his homework.

*Extremely* is an adverb that modifies the adjective *enthusiastic*.

* Yan Ko ran out of the classroom **very**quickly.

*Very* is an adverb that modifies the adverb *quickly*.

**Warning:** You need an adjective after linking verbs…**NEVER**an adverb! For example, *Tai feels****bad******(guilty)****when he has to leave class.*

Here, *bad* is an adjective that modifies the proper noun *Tai*. It is an adjective because it follows the linking verb *to feel*.   
 **HOWEVER,** verbs like *look, sound, smell, feel, and taste* can function as either an action verb or a linking verb.

*Tai feels****badly (to the touch****) after swimming in a chlorinated pool. His skin is really dry.*

Here, *bad* is used in its adverbial form since it follows an action verb, *to feel*.

**Types of Adverbs:**

* **Relative Adverbs** introduce questions and dependent adverbial clauses. They answer the questions *When?* and *Where?* They are: When Where **For Example:**

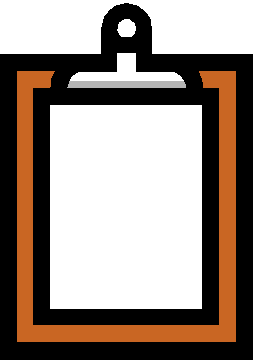
*When****I was young, I liked to play outside****.*

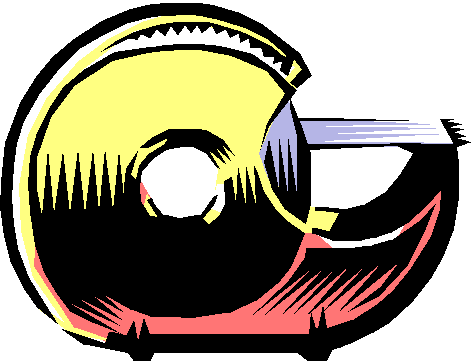
**Q:** When did I like to play outside? **A:**When I was young.

* **Adverbs of Frequency** indicate answer the question *how often*? They are: Always, usually, often, sometimes, rarely, never

**The students in ESOL 98 *always* study very hard.**

**They *rarely* forget to do their homework.**

**NOTE: Generally, these adverbs come before the verb; however there is an exception. In the case of the verb to be, the adverb of frequency comes after the verb. For example:Azra *is always* on time for class.** 

http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/Image2.gif**Conjunctions** are the scotch tape of the grammatical world. They join together words and phrases. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions. 

**1. Coordinating Conjunctions**

There are seven coordinating conjunctions in English. You can use the mnemonic device *fanboys*to remember them.

**For**

**And**

**Nor**

**But**

**Or**

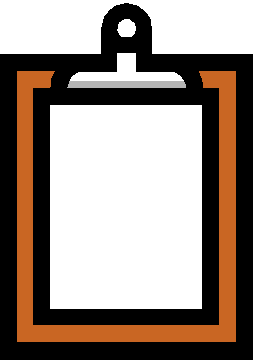
**Yet**

**So**

They can be used with commas to create compound sentences. **For example:**

**Ignacio loves to dance, *but* Rocío has no rhythm.**

**Kyong Mee works hard, *yet* she still earns low grades.**

**Note:** A compound sentence is a sentence made up of two independent clauses. That is, a compound sentence is simply two complete sentences joined by a comma and a coordinating conjunction (i.e. a fanboys).

1. **Correlative Conjunctions** also join ideas, but they work in pairs. They are: Both…and, neither…nor, whether…or, either…or, not only…but also. **For Example:**

*Not only****am I happy about the grades,****but****I am also excited that you are learning!***

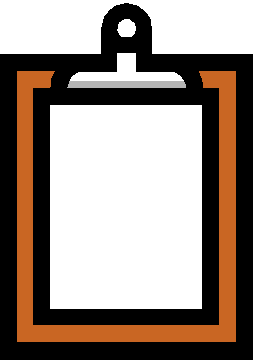
*3. Subordinating Conjunctions* join an independent clause to a subordinate clause. That is, they join a clause that can stand alone with a clause that cannot stand alone. Some frequently used subordinating conjunctions are: after, although, as, as if, because, before, even if, even though, if, since, so that, though, unless, until, when, whenever, where, wherever, whether, while. **For Example:**

*Although****the students were tired, they still came to class.***

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Interjections are words used to express emotional states. They can usually be found in narrative writing, interviews, and in spoken English. They can stand alone. For example:

*Oh!, wow!, Ouch! Oops! Hey!*

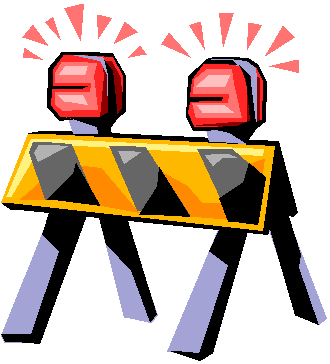
**Punctuation Note:** They are punctuated with either commas or exclamation marks. Mild interjections are followed by a comma, but stronger interjections are punctuated with an exclamation mark (!) .

*Oh,****we’re late for the movie.***

Generally, the movies is not an important destination. Therefore, the person making this statement will sound less urgent than the next example.

*Oh!****I’m late for work.***

Work, unlike the movies, is generally considered a very important destination. If one doesn’t arrive on time, there is the possibility of being fired or of losing face. Here, the speaker will have a greater sense of urgency.

**Generally , you do not find interjections in academic writing.**

http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/Image2.gif**Prepositions**

Prepositions are words that, like conjunctions, connect a noun or pronoun to another word in a sentence. Some common prepositions:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| About | Before | Down | Into | Through |
| Above | Behind | During | Like | To |
| Across | Below | Except | Of | Toward |
| After | Beneath | For | Off | Under |
| Among | Beside | From | On | Up |
| Around | Between | In | Over | With |
| At | By | Instead of | Since | Without |

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. They can act as adjectives or as adverbs.

Manuela, the student **from Germany**, wrote an excellent paper **on the computer.**

http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/Image2.gif**Verbs**

Verbs generally express action or a state of being. There are several classifications for verbs- action verbs,/linking verbs, main verbs/auxiliary verbs, transitive/intransitive and phrasal verbs.

**1. Action verbs** show action.

He ***runs***. He ***plays***. They ***study***.

**2. Linking Verbs** link the subject to an adjective.

Ricky Martin ***is*** beautiful.

The linking verb *is*links the adjective *beautiful* with the subject *Ricky Martin.*

**1. Main verbs** can stand alone.

**2. Auxiliary verbs**, also called helping verbs, serve as support to the main verb.

The most common auxiliary verbs are: Have, has, had Do, does, did Be, am, is, are, was, were, being, been Should, could, will, would, might, can, may, must, shall, ought (to)

**For example:**

**Tai *has run* every day.**

*Run*is an action verb. The subject can actually "do" it.

*Has* is the helping verb. It helps the main verb *run* to be present perfect tense.

**Verbs can be transitive or intransitive.**

* **Transitive Verbs**require a direct object in order to make sense.

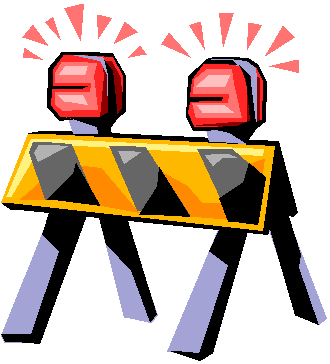
**For Example:**

**Yolanda take*s* aspirin for her headaches.**    
Here, *takes*is a transitive verb since the sentence *Yolanda takes* has no meaning without its direct object *aspirin.*

* **Intransitive Verbs do not need direct objects to make them meaningful. For Example:**

**Julio *swims*.**

The verb*swim*has meaning for the reader without an object.

**Caution**: A verb can be either transitive or intransitive depending on its context. **For Example:**

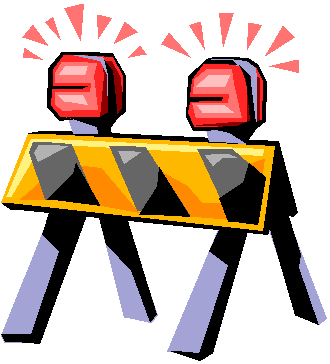
**The cars *race*.** – Here, *race*is intransitive. It does not need an object.

**My father *races* *horses*.** – Here, *races*is transitive. It requires the object*horses*in order to make sense.

**Verbs can be phrasal.**

1. Phrasal verbs are made up of a verb and a preposition. The preposition gives the verb a different meaning than it would have by itself. For example, the verb ***look***has a different meaning from the phrasal verb ***look up*** (in the dictionary).

**Some more examples:** call up, find out, hand in, make up, put off, turn on, write up

**WARNING:**The base form of a verb is called the infinitive. It is to + verb. For example, to do, to win, to study, etc. Under no circumstance can a verb preceded by *to* be considered a verb. **Infinitives are not verbs**.

http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/Image2.gif**Articles**are *the*, *a*, and *an.* 

**Q: What do articles do in a sentence?**

**A: Articles signal that a noun is going to** **follow.**

**Example:**

* **Who invented the** telephone? **The** wheel? **The** refrigerator? **The** airplane?
* **A** cat was chasing **a** mouse in my back yard.

**Modifiers (adjectives & adverbs) can appear between an article and a noun.**

**Examples:**

* A sunset.
* **A** spectacular sunset.
* **An** exceptionally spectacular sunset.

**The indefinite article *‘a’* can only appear before nouns that begin with a consonant *sound*:**a hand, **a** book, **a** world, **a** computer…

**The indefinite article *‘an’* can only appear before nouns that begin with a**

**vowel *sound:***an apartment, **an** hour, **an** article…

**General Rules for the Use of Articles:**

**I. Use *a/an* with *singular count nouns* whose specific identity is *not* known to the reader either because it is being mentioned for the *first* time, or because its specific identity is *unknown* even to the writer.**

Examples:

* Julia arrived in ***a*** limousine. (a = one among many. Not a specific one.)
* We’re looking for *an* apartment. (an = any one.)

**II. Do***not* use *a/an* with non-count nouns. Only use *a/an* with non-count nouns if you add a count noun in front of the non-count noun.

**Example**:

* Anh asked her mother for **an** advice.
* Anh asked her mother for **a*piece*** of

**advice**.

**III. Use *the* with most nouns whose specific identity is *known* to the reader because:**

**1. the noun has been previously mentioned:**

* + Yesterday I saw ***a*** group of ESL students. ***The*** students were playing with ***a*** ball. ***The*** ball was white and blue. ***The*** ball rolled into ***a*** hole. ***The***hole was small.

**2. the noun is made specific by a superlative:**

* + I bought ***the***fastest computer they had.

**3. the noun describes a unique person, place, or thing:**

* + Please give this to ***the***manager.
  + ***The***sun is bright today.
  + Rain is falling heavily in ***the***North.

**4. the context or situation makes the noun’s identity clear:**

* + Please don’t slam ***the*** door when you leave.
  + Bob warned me that ***the*** dog playing in his yard is very affectionate and jumps on every person it meets.

**IV. Do***not* use *the* with plural or non-count nouns meaning *"all"* or *"in general"* (i.e. generic reference nouns). Do *not* use *the* with most singular proper nouns.

* *The* fountains are an expensive element of landscape design.
* In some parts of the world, ***the*** rice is preferred to all other grains.

V. Do *not* use articles with other *noun markers or determiners*, i.e. *possessive nouns* (Helen’s) ; and *some pronouns* (his, her, its, ours, their, whose, this, that, these, those, all, any, each, either, every, few, many, more, most, much, neither, several, some).

*Exceptions:*

**All the…**

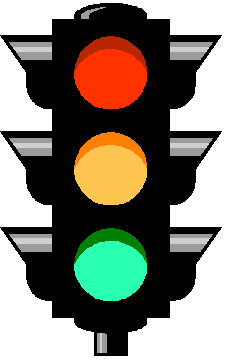
**A few…**

**The most…**

Examples:

* ***The* Helen’s book is on the floor.**
* ***A* this book belongs to Trung.**



**A final caution-** A word can be more than one part of speech. **For example:**

I sat on the *sofa*.

Above, *sofa* is used as a noun (object of the preposition).

**I slept on the *sofa* bed.**

But, here *sofa*is used as an adjective to modify the noun *bed.* And, native speakers often take poetic license with words in conversation. For example:

**It’s *Sofa* city for you!**

Here, sofa acts as an adjective to describe the noun *city*. The meaning of the sentence is that the person will have to sleep on the sofa, not a bed.

**Reference- www.edb.utexas.edu**